DOCUMENT RESUME

ED 425 304 CE 077 564

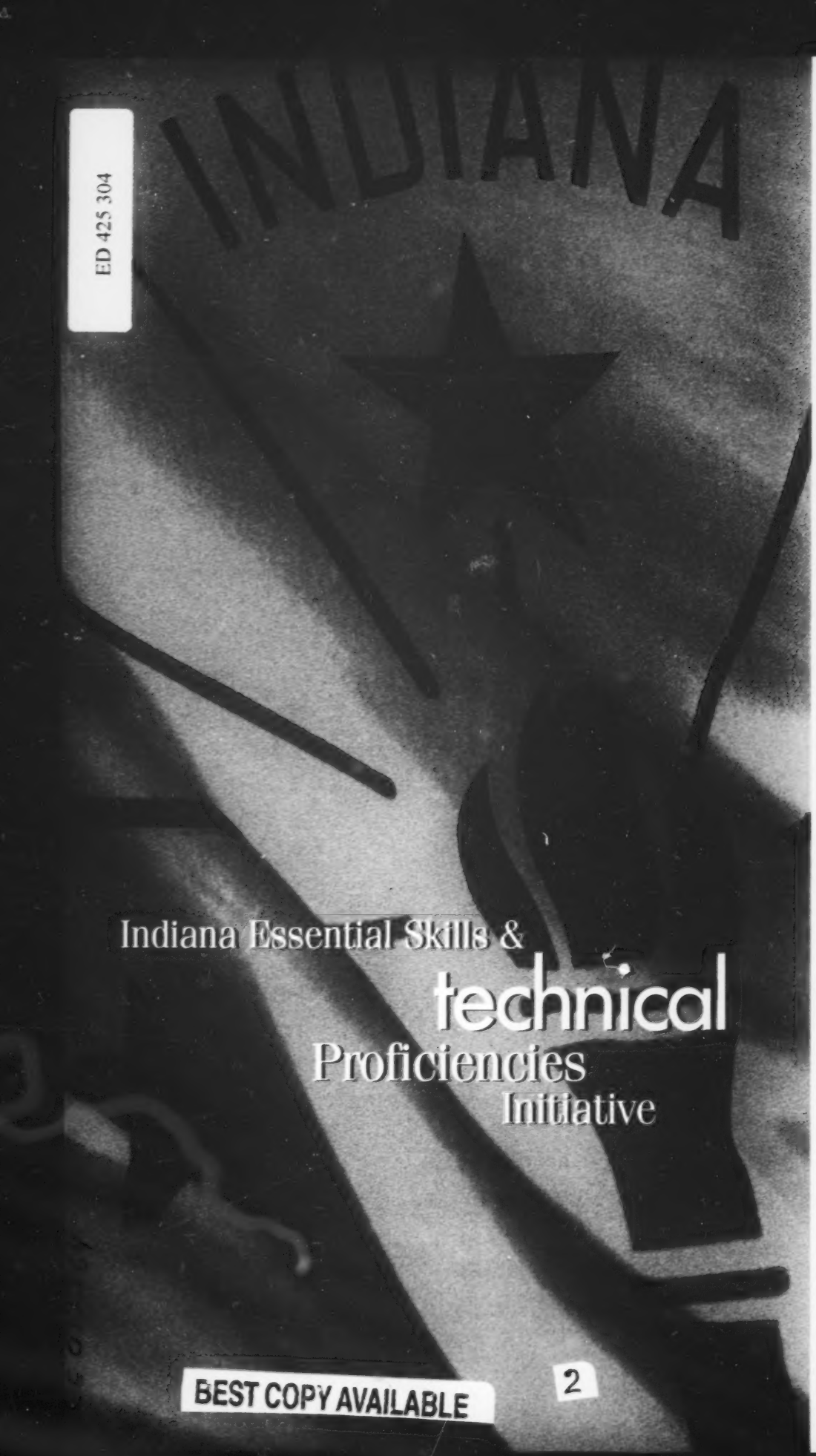
| | |
|---|---|
| TITLE | Indiana Essential Skills & Technical Proficiencies Initiative. Indiana Workforce Proficiency Panel. 1998 Annual Report. |
| INSTITUTION | Indiana State Dept. of Workforce Development, Indianapolis. |
| PUB DATE | 1998-07-00 |
| NOTE | 13p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Adult Education; Competence; *Educational Certificates; *Experiential Learning; *Job Analysis; *Job Performance; *Job Skills; Occupational Information; Postsecondary Education; Secondary Education; Skill Development; Statewide Planning; *Student Certification; Vocational Education |
| IDENTIFIERS | *Indiana |

ABSTRACT

The Indiana Workforce Proficiency Panel is responsible for identifying a common set of essential and technical skills for success in occupational areas and issuing Certificates of Technical Achievement. Incumbent workers and students can earn certificates in seven areas that are in high demand in Indiana's labor market and offer high-paying jobs with upward mobility. Certificates function as "open transcripts" and document application of knowledge and skill--over time and across classroom learning, work-based training, employment experience, customized training, and employer-sponsored training. Since 1996, 577 certificates have been issued; 511 updated ones have been reissued to reflect skills newly acquired; 65 implementation sites have developed 141 scenario assessments for demonstrating individuals' knowledge and skills and issuing certificates. The panel has a five-step standard-setting process: the State Technical Committee (STC) of key stakeholders within a specific occupational cluster meets with state staff to describe the anticipated 5-year direction; staff meets onsite with Incumbent Worker Groups (IWG) who conduct job task analysis; IWGs meet at regional gatherings to identify industry-wide standards; IWGs meet with Instructional Review Teams to recommend performance-based instructional practices and assessment strategies; and the STC reviews drafts of essential skills and technical proficiencies and ratifies and recommends standards for panel approval. The panel envisions greater certificate accessibility and recognition. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 425 304




# Indiana Essential Skills & technical Proficiencies Initiative

INDIANA

WORKFORCE

PROFICIENCY

PANEL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

1998 Annual Report

BEST COPY AVAILABLE

## Annual Report to the

Governor
Indiana General Assembly
Indiana Commission on Vocational and Technical Education
Commission for Higher Education
State Board of Education

## July 1998

Frank O'Bannon, Governor
Joseph E. Kernan, Lt. Governor
Craig E. Hartzer, Commissioner
Peggy O'Malley, Deputy Commissioner
James D. Edwards, Chair

This report was published and disseminated by the Indiana Department of Workforce Development using 100 percent Carl D. Perkins Vocational and Applied Technology Education Act funds.

The Indiana Department of Workforce Development complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, disability, or veteran status in matters pertaining to admissions, employment and access to programs.

## Table of Contents:


Letter from the Chair ..... 4

The Indiana Essential Skills and Technical Proficiencies Initiative ..... 5

Certificates of Technical Achievement ..... 6

- How a Person Receives Certification in Indiana: A Scenario ..... 6
- Results 1996-1998 ..... 7

Proficiency Initiative Model ..... 8

Indiana Workforce Proficiency Panel ..... 9

Mission Statement ..... 9

Membership ..... 9

Vision ..... 10

Conclusion ..... 11


BEST COPY AVAILABLE

## Letter from the Chair:

Essential skills and technical proficiencies are critical components in preparing people to be successful in the workplace and in boosting economic development. Working with business, industry, labor and educators across the state, Indiana has built a nationally-recognized system for identifying and documenting these necessary skills. Indiana is preparing students and incumbent workers to enter and compete in a global marketplace, attend advanced education programs through their companies, enroll in postsecondary education and upgrade their skills on the job.

We are grateful for the time and effort given in support of the Indiana Essential Skills and Technical Proficiencies Initiative from Panel members, staff in the Indiana Department of Workforce Development, employers, incumbent workers, industry groups, and local educators. By working together, these partners are improving the quality of Indiana's workforce and ensuring Hoosiers' competitiveness in an ever-changing economy.

**James D. Edwards**
Chair
Indiana Workforce Proficiency Panel

## THE INDIANA ESSENTIAL SKILLS AND TECHNICAL PROFICIENCIES INITIATIVE:

Public Law 19 established the Indiana Workforce Proficiency Panel and the Certificates of Technical Achievement in 1992. The Panel is responsible for identifying a common set of essential and technical skills required to be successful in major occupational areas and issuing the Certificates of Technical Achievement. Skills include academic, employability and technical proficiencies. The Certificates go beyond traditional resumes and certificates and document what an individual actually knows and is able to do, regardless of how and when the person learned the skills.

Hundreds of employers and incumbent workers from across the state have been involved in the development of the industry-based proficiencies in seven occupational areas. The seven areas were identified as being in high demand in Indiana's labor market and offering high-paying jobs with upward mobility. They include:

- Bioscience Occupations
- Business Support Occupations
- Electronics Occupations
- Health Occupations
- Metalworking Occupations
- Printing Occupations
- Plastics Occupations

Incumbent workers and students earn Certificates of Technical Achievement in these seven areas. The Certificates of Technical Achievement are "open transcripts" that follow an individual throughout their career. As knowledge and skills (or proficiencies) are acquired, the individual is assessed, and the Certificate is updated. The Certificates become documentation of knowledge and skills for use when seeking employment and promotion. Individuals also receive advanced standing, dual credit, and other advantages by presenting the Certificate when seeking admission to an Indiana public postsecondary institution. Employers use the Certificates in developing job descriptions, hiring new employees, assessing an employee's performance, production scheduling and more.

## CERTIFICATES OF TECHNICAL ACHIEVEMENT:

While closed transcripts attest to where and how particular knowledge was acquired, Certificates of Technical Achievement function as "open transcripts" and document the application of knowledge and skill - both over time and across classroom learning, work-based training, employment experience, customized training, and employer-sponsored training. Through a performance-based scenario assessment system, Certificates of Technical Achievement document participants' application of the essential skills and technical proficiencies.

The first Certificates of Technical Achievement were awarded on March 13, 1996 at the Indiana Vocational Administrators Conference in Evansville. To date more than 500 Certificates of Technical Achievement have been awarded at 65 implementation sites statewide. Certificates of Technical Achievement are issued to individuals in Certification Notebooks. The Notebooks contain a letter of introduction to potential employers and postsecondary institution representatives, the Certificate of Technical Achievement, and backup information which details the assessment process. The Certification Notebooks can stand alone or work in conjunction with an individual's existing portfolio or employment information.

### How a Person Receives Certification in Indiana: A Scenario

Indiana wants to ensure that all students, adults and incumbent workers enjoy a lifetime of career opportunity and advancement to all levels through a consistent process that integrates career pathways; academic, employability, and technical skill standards; and the Certificate of Technical Achievement. This Certificate will verify what they know and are able to do in the context of the real-time work world environment. The process begins at a very early age and continues through a process of career development and preparation. This scenario traces a person's opportunities beginning in the 9th grade and continuing into adulthood.

The person in this scenario, Pat, is about to enter the 9th grade. Through career development and planning activities in previous grades, Pat has decided that she wants to pursue a career in the manufacturing world. As Pat completes coursework in the 9th and 10th grades in high school, she decides to focus on metalworking as a career objective.

Pat is fortunate. Her school offers a Certificate of Technical Achievement in Metalworking that will maximize her opportunities. The Certificate includes skills required for Level I Certification by the National Institute for Metalworking Skills (NIMS). These will prepare her for entry into a metalworking job when she graduates. Her Indiana Certificate of Technical Achievement also qualifies her for advanced standing when she continues her education. And because the metalworking certification by NIMS has been integrated into the Indiana Certificate, she can continue to pursue higher level certifications, as well as continually update her Indiana Certificate as she acquires new skills.

Pat also has another option. She can change career objectives and qualify for certification as a manufacturing engineer, quality control technician, and a variety of other industry recognized certifications as she takes advantage of the career opportunities afforded by her Indiana Certificate of Technical Achievement.

BEST COPY AVAILABLE

## Results 1996-1998

The first Certificates of Technical Achievement were issued in March 1996. Since then 577 Certificates have been issued to Hoosiers. Of these Certificates, 511 updated Certificates have been reissued to reflect skills newly acquired by the individuals. In addition 141 scenario assessments have been developed by the 65 current implementation sites. The assessments are used to demonstrate the knowledge and skills of individuals and issue Certificates of Technical Achievement.

**Number of Certificates of Technical Achievement Issued by Workforce Partnership Area**

| Area | Number of Certificates Issued |
|---|---|
| 1A | 11 |
| 2 | 50 |
| 3 | 33 |
| 4 | 70 |
| 5 | 2 |
| 6 | 15 |
| 7 | 14 |
| 8 | 76 |
| 10 | 10 |
| 11 | 78 |
| 12 | 86 |
| 13 | 132 |
| **Total** | **577** |

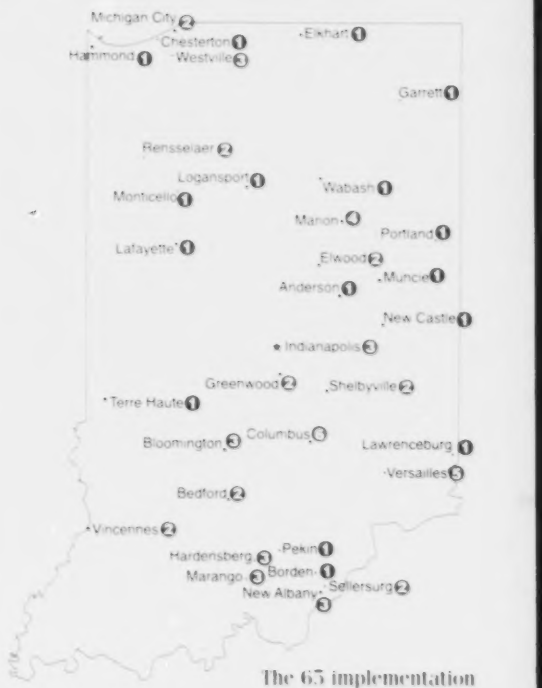


Three hundred ninety-six of the 577 Certificates of Technical Achievement were issued July 1997 through June 1998, representing an increase of 218% over the past year.

Sixty-five implementation sites across the state are certified to conduct assessments leading to Certificates of Technical Achievement. Forty-one of the implementation sites were certified during the past year.

**Number of Implementation Sites by Occupational Area**

| Occupational Area | Number of Sites |
|---|---|
| Business Support | 36 |
| **Bioscience** | **1** |
| Electronics | 3 |
| **Health** | **9** |
| Metalworking | 10 |
| **Plastics** | **0** |
| Printing | 6 |
| **Total** | **65** |




The 65 implementation sites are located across the state.

BEST COPY AVAILABLE

## PROFICIENCY INITIATIVE MODEL:

The focus of Indiana's standard-setting enterprise involves engaging business, industry, labor and educators in dialogue to establish responses to four questions:

(1) How is work organized?
(2) What do employers and employees want the workforce to know?
(3) What do employers and employees want the workforce to do?
(4) How can application of this knowledge and skill be demonstrated and appraised both in the workplace and the classroom?

The Workforce Proficiency Panel has a uniform process to establish workplace essential skill standards and technical proficiencies. The Panel's process is directly linked to the mission of the Indiana Department of Workforce Development: Helping Hoosiers get good jobs.

The Panel's standard-setting process continues to rely on the expertise of employers, incumbent workers and educators. The process consists of the following five steps:

**STEP 1: State Technical Committee** (STC), comprised of key stakeholders within specific occupational clusters meets with state staff three times. The first meeting describes the anticipated five-year direction of industries in the occupational areas represented by participants. STC members invite staff to conduct on-site visits at work sites.

**STEP 2:** During the on-site visits, staff meets with **Incumbent Worker Groups** (IWG): employees nominated by STC members to conduct job task analysis and focused interviews at the work sites.

**STEP 3:** At the second STC meeting, employers review the lists of broad cluster skills and proficiencies validated by IWG on-site participants. Later, IWG members meet at one of three regional gatherings. The purpose is to accumulate from these master workers' collective experiences those applications of knowledge and skills which can be identified as industry-wide standards. Every effort is made to avoid practices which represent, solely, company-based standards. At this point, staff mails a survey to an additional 120 employers within the industrial cluster.

**STEP 4:** IWG members meet with **Instructional Review Teams** (IRT) to recommend performance-based instructional practices and assessment strategies.

**STEP 5:** The third STC meeting provides the members an opportunity to review survey data. The members also review drafts of the essential skills and technical proficiencies. The STC ratifies the standards and recommends them for approval by the Workforce Proficiency Panel.

## INDIANA WORKFORCE PROFICIENCY PANEL:

### Mission Statement

*The mission of the Workforce Proficiency Panel is to work with people from business, labor and education to identify a common set of essential and technical skills required to be effective in major occupational areas. These skills will be based on a portable certification system allowing secondary, postsecondary and adult learners to demonstrate what they know and can do.*

Indiana Public Law established the Indiana Workforce Proficiency Panel with appointments by the Governor. The Panel provides direction for the initiative and has statutory responsibility to:

(1) Determine the essential and technical skills required to be effective in the various technical trades and professions.
(2) Determine the statewide technical proficiencies of major occupational areas considered to be necessary in the workforce.
(3) Improve technical proficiency-based curriculum for existing vocational programs.
(4) Develop written and performance-based assessments in identified occupational areas so industry-recognized certificates can be awarded.

### Membership

The nine-member* Workforce Proficiency Panel is comprised of representatives from business and industry, labor, and education. The initiative is staffed by personnel from the Indiana Department of Workforce Development. The Panel members are:

James D. Edwards, Panel Chair
President
Edwards & Associates
Santa Claus, Indiana

B. J. Bischoff
President
White River Training
Indianapolis, Indiana

Marianetta Blackwell
President
Healthcare Solutions, Inc.
Indianapolis, Indiana

Ronald L. Christ
Director of Training
Electrical Joint Apprenticeship
& Training Committee
Indianapolis, Indiana

Mike Hayes
Secondary Teacher
Bartholomew Consolidated School Corporation
Columbus, Indiana

Kenneth A. Martlage
Manager, Performance Improvement,
Development & Training
Eli Lilly and Company
Indianapolis, Indiana

James Pittman
Plumbers and Pipefitters
South Bend, Indiana

Jerry Seager, Panel Secretary
Retired Training Coordinator
Operating Engineers of Central Indiana
Mulberry, Indiana

* one vacancy



BEST COPY AVAILABLE

## VISION:

Members of the Workforce Proficiency Panel envision a future when:

- Indiana employers prefer to hire persons who hold Certificates of Technical Achievement.
- Starting wages of persons who hold Certificates of Technical Achievement are higher than those of entering workers who do not hold Certificates.
- All education and training programs in schools, postsecondary institutions and companies are benchmarked to the proficiencies based on local labor market information and skills needed in the workforce.
- Certificates of Technical Achievement are accessible to all Hoosier adults and incumbent workers through schools, postsecondary institutions, Workforce Development Centers and employers.
- Regionally and locally identified proficiencies are developed and implemented in employment and training programs to meet the needs of employers.
- Career pathways are developed for all 14 Indiana Career Clusters.
- Indiana Certificates of Technical Achievement work in conjunction with other state and national certification systems.
- The Indiana Certificate of Technical Achievement is recognized as a portable certification and valuable employment tool across the state, region and country.
- Indiana has a skilled workforce which meets the needs of Hoosier employers and attracts future economic development opportunities.

## CONCLUSION:

Indiana's implementation activities will continue to involve those partners who participated in the standard-setting process. They are encouraged to join local School-to-Work efforts to ensure that students are prepared for work and to hold state and local educators accountable for results. The Workforce Proficiency Panel will continue to address issues and recommend changes which improve the quality of Indiana's workforce and ensure Hoosiers' competitiveness in the global marketplace.

INDIANA WORKFORCE DEVELOPMENT

INDIANA SCHOOL TO WORK

FOR MORE INFORMATION:
Indiana Department of Workforce Development
10 N. Senate Ave., Room SE212
Indianapolis, IN 46204-2277
Phone: (317)232-1820
Fax: (317)232-1815
E-mail: sjones@dwd-is.state.in.us

*Terry R. Fields*, State Director of Vocational and Technical Education
*Soni Jones*, Assistant Director
*Fred Queisser*, Technical Education Specialist
*Amy Worden*, Program Specialist

**Partner Agencies**
Indiana Department of Education
Commission for Higher Education



337-M